2012 Senior External Examination

Modern History
Paper Two — Question and response book

Wednesday 7 November 2012
1 pm to 3:40 pm

Time allowed
- Perusal time: 10 minutes
- Working time: 2 hours 30 minutes

Examination materials provided
- Paper Two — Question and response book
- Paper Two — Historical sources book

Equipment allowed
- QSA-approved equipment

Directions
Do not write in this book during perusal time.
Paper Two requires an extended written response to historical evidence. There are three statements. Respond to one statement only.

Assessment
Assessment standards are at the end of this book.

After the examination session
The supervisor will collect this book when you leave.
Extended written response to historical evidence

Paper Two relates to your study of People’s Republic of China: Marxism and capitalism (1949 to the present) from Theme 6 of the syllabus: History of ideas and beliefs.

Study the sources in the historical sources book before responding to one of the statements below in 600–800 words.

In your response, develop an argument that demonstrates to what extent you agree or disagree with the statement.

You must use a range of seen and unseen sources and reference them in your response. The referencing of sources can refer to the source letter/number or the author. It is important to use the sources critically, not just summarise them.

Planning space is provided. Cross out any draft work that is not to be assessed.

Suggested time allocation:

- studying the sources: 30 minutes
- planning and writing your essay response: 2 hours.

Either

Statement 1

The ongoing metamorphosis [change] of China’s economic structure into capitalism has gradually done away with whatever traits Chinese socialism may have had, and what is left is only a socialist label, which the post-Deng leadership has to preserve as it is the only source of their power and political legitimacy. The current leadership is more concerned with the continuity of the communist party rule than with the realisation of communism.

Ho Kok Choi, R 2004, China’s Rebirth: Communist Myth, Capitalist Reality — A Historical Analysis of China’s Economic Reform, Concordia University, Montreal, Canada, p. 169

or

Statement 2

Though Mao clumsily used some of the rhetoric [language] of Marxism filtered through the prism of Stalinism, his thought is miles away from Marxism. Nationalism, not Marxism, was the main strand in Mao’s thought. Mao and the CCP did exactly what Lenin had warned against in 1920: painted nationalism in communist colours.


or

Statement 3

The current Chinese communist government is more a product of nationalism than a product of ideology like Marxism and Communism … nationalism has probably become the most powerful legitimating ideology.*


* an ideology (system of beliefs) used to justify the actions or policies of a nation–state

End of Paper Two
Planning space
Planning space
### Assessment standards from the Modern History Senior External Syllabus 2008

**Paper Two**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td><strong>Forming historical knowledge through critical inquiry</strong></td>
<td>In response to historical questions, the candidate: • uses a diversity of primary and secondary sources to: — comprehend and apply explicit and implicit meanings — analyse to identify implicit and explicit patterns of information and categorise evidence — perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source — corroborate primary and secondary sources • evaluates the relevance, representativeness, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions.</td>
<td>In response to historical questions, the candidate: • uses primary and secondary sources to: — comprehend explicit and implicit meanings — analyse to identify explicit patterns and allocate information to categories — interpret values and motives and identify perspectives — corroborate secondary sources • evaluates the relevance, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to make reasoned decisions.</td>
<td>In response to historical questions, the candidate: • generally uses primary and secondary sources to: — comprehend explicit meanings — identify simple and familiar concepts, values and motives that are explicit — analyse to identify obvious themes or patterns — recognise relevant sources — detect bias in sources • refers to mainly secondary sources to make obvious decisions.</td>
<td>In response to historical questions, the candidate: • generally, when dealing with historical sources: — identifies basic explicit facts — comprehends some of the explicit meaning — groups information according to identified classifications • where decisions are made, supports them mainly with opinions.</td>
<td>In response to historical questions, the candidate: • includes some information relevant to the topic • comprehends some factual detail in a basic historical source • recognises information with some common characteristics in a basic historical source.</td>
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<td><strong>Communicating historical knowledge</strong></td>
<td>When using written forms in examination conditions, the candidate:</td>
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<td>• consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
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<td>• communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected accurate definitions and historical knowledge</td>
<td>• communicates some recall or selection of accurate historical knowledge</td>
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<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent, credible historical arguments that:</td>
<td>• presents coherent, credible historical arguments that:</td>
<td>• presents coherent responses that:</td>
<td>• presents responses to basic historical research questions that:</td>
<td>• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning</td>
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<td>– incorporate concepts of change and continuity over time</td>
<td>– refer to the causes and consequences of changes and continuities over time</td>
<td>– refer to the causes and consequences of changes and continuities over time</td>
<td>– incorporate some historical concepts</td>
<td>– incorporate some reference to appropriate sources of historical evidence</td>
<td>– incorporate some direct reference to appropriate sources of historical evidence</td>
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<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– use vocabulary effectively</td>
<td>– are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions</td>
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<td>– accord closely with the style and conventions applicable to the format of the required response</td>
<td>– accord for the most part with the style and conventions applicable to the format of the required response</td>
<td>– accord for the most part with the style and conventions applicable to the format of the required response</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
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<td>– refer to evaluation processes without disrupting the argument</td>
<td>– incorporate direct and indirect reference to relevant historical evidence</td>
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<td>– incorporates some direct reference to appropriate sources of historical evidence</td>
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<td>– incorporate direct and indirect references to diverse relevant historical evidence</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
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<td>– accurately use the conventions of a recognised system of in-text referencing</td>
<td>• meets stipulated requirements of responses in most instances.</td>
<td>• meets stipulated requirements of responses in most instances.</td>
<td>• meets all stipulated requirements of length and format of responses.</td>
<td>• produces responses that may not meet all of the stipulated requirements.</td>
<td>• produces superficial responses.</td>
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